Rural Women Enterprise: A Model to Establish Self-Sustainable Enterprise having linkages from Rural Economic Zone to Special Economic Zone

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SECTION-I: INTRODUCTION

India's population has abundant opportunities to work on the textile and garment sector as mentioned in Corporate Catalyst, India Pvt. Ltd (2015). India is amongst the world's largest producer of textiles and garments. Excessive availability of raw material and workforce has transformed India into a sourcing hub. India holds second position on the production of textiles and garment. The textile sector has contributed a noticeable share to the national economy by providing direct or indirect employment opportunities and net foreign exchange earnings. Textile industries contribute about 14 per cent to industrial production, 4 per cent to gross domestic product (GDP) and 27 per cent to countries foreign exchange inflows. It provides direct employment to almost 45 million workers. After agriculture, textiles sector is the second largest employment generating sector and overall development of this sector has directly influenced the upgradation of India's economy. India has successfully overtaken countries like Germany, Italy, Bangladesh and has emerged out as a world's second largest textile exporter in 2013. Indian exports cover 5% in global textile and garment trade. Indian textile and garment is highly dominated by 40 percent in terms of value which is followed by fibre, yarn, fabric, made-up and other textiles including nonwovens and carpets. According to the National policy for skill development and entrepreneurship (2015), India is amongst the youngest nation of the world with more than 62 per cent of working population between the age group of 15-59 years and more than 54 per cent of population below 25 years of age.

The 11th five year plan (2007-2012) had acknowledged India's urgent need of skill development in formal and informal organizations for next ten years. In favour of this, government of India has developed scheme for increasing the proportion of labour force from mere 2 per cent to 50 per cent by 2022 (Kenneth, 2012**).**

1.1 INDIAN DEMOGRAPHY

According to Institute of Social Studies Trust (2012), India has a potential advantage of demographic dividend over many other countries. This demographic dividend comes up as a valuable asset for India because of decline dependency ratio which has been 0.8 in 1991, 0.73 in 2001 and 0.59 in 2011.

As per the report of Census India (March, 2011), the total population of the country is 1,210,193,422 which includes 623,724,248 male and 586,469,174 female population. Total 181 million people have increased since Census 2001. Currently, the most populated states of India includes Uttar Pradesh, Bihar, Maharashtra, West Bengal, Tamil Nadu and Madhya Pradesh (Government of India, 2011). The sex ratio shows that there are 940 females per 1000 males. Rate of unemployment for people living in rural areas were 2.4 for women of all ages where as 2.0 in case of men in 2009-10. In urban areas it was 7.0 for women and 3.1 for men during the same time period (Wikigender, 2013).

1.2 SOCIO ECONOMIC GAP

It is clear from the above-mentioned data that women occupy an integral position in the countries human resourc. Bhattacharyya (2013), stated that women living in rural areas suffer from economic and information poverty. They are the essential and productive labour force of India's economy. They face statistical biasness in estimating their development. Women work and contribute longer hours than men and support considerably to family income, yet they are not supposed to be considered as productive workers.

The tribal women constitute about 50% of their total population, but receive negligible share of developmental opportunities. Awais et, al. (2009) stated that women's status in the society reflects the strata of social justice. Their status can be described by their level of employment, income, education, fertility and health as well as roles played by them within their family. Tribal women go through several problems and challenges in attaining sustainable livelihood as well as decent life because of interference of outsiders and environmental degradation. There is need to provide proper awareness amongst women for types of activities which they know and can learn to get sustainable livelihood.

1.3 NEED FOR SKILL DEVELOPMENT

Federation of Indian Chambers of Commerce and Industry (FICC) (2010), suggests that "Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and

opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills. These skills have to be relevant to the emerging economic environment in order to achieve the twin targets of economic growth and inclusive development."

India has a huge population of 1.21 billion. It is increasing fast at a rate of 17% and integrating increasingly into the global economy. India comes under the 'young' countries of the world, with age group of 15-59 years of workforce which is increasing with a great pace. However, only 2% workforce of India have undergone through skills training. Skilling has a fruitful opportunity to stand out to fulfill future demands of the nation. India has a potential to become a sourcing hub of skilled workers. India's challenges are getting increased and there is a need to get ready workforce population of million plus, as India is facing an accelerative labour migration from agriculture to services and manufacturing. With this government, several schemes of empowerment for youth have been launched. The challenges magnify since there is a great need for efficient implementation of schemes for common people as reported in the Federation of Indian Chambers of Commerce and Industry (FICC) skill development sector profile, (2010).

1.4 GOVERNMENT INITIATIVES

Indian government has started various schemes for the betterment of the Indian economy. A few are given below:

i. Skill India
ii. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
iii. National Rural Livelihood Mission
iv. National Skill Certification and Monitory Reward Scheme
v. Seekho aur Kamao (Learn And Earn)

White & Kenyan (1980), stated that the skill development training programmes in rural areas appear most effective for the enhancement of human development and employability.

"Skill India" Programme was started in March 2015 by the Prime Minister. The main aim of this programme is to create opportunities and scope for the Indian youth and to focus more on the sectors already working for the skill development. The programme aims to provide skill development and training to 500 million youth of our country by 2020. This programme will cover each and every village and is focused on skilling youth so that they can get employment or become an entrepreneur. More emphasis is given on the areas like construction, real estate, tourism, textile, transportation, banking, gem industry, jewellery designing and other sectors where skill development is needed (Skill India Programe, 2015).

Under the Ministry of Skill Development and Entrepreneurship was formulated the "Pradhan Mantri Kaushal Vikas Yojana" (PMKVY) in 2014 by the National Skill Development Co-operation with an aim to provide skill training to 24 lakh young population of the country. The programme targets on the dropout of class X or XII and low income groups. This scheme has been started in all the states of the country (Sujata, 2015).

The programme "National Rural Livelihood Mission" was started by the Ministry of Rural Development, government of India, in 2011. The main aim of this programme is to create efficient platform for rural poor people thereby making them capable to earn and support their families through better financial services and sustainable alimentation enhancement (National rural livelihoods mission, 2016).

"National Skill Certification and Monitory Reward Scheme" was launched by Finance Minister in year 2013. The scheme emphasized on the developing skills in particular sectors. The programme provides Monitory benefits of Rs.7500/- to 15000/- to each trainee on the basis of the duration and nature of the plan. The main aim of the programme was to train 1 lakh youth each year from the date of implementation of the plan (National Skill Development Corporation, 2013).

"Seekho aur Kamao" (Learn And Earn) has been started in 2013 by Ministry of Minority for skill development under Modular Employment Skills (MES) scheme. The programme was approved by National Council of Vocational Training (NCVT). It included numerous traditional skills which are

actually being carried out by minority communities like embroideries, zardosi, chikankai, gem, jewellery and patch work. The aim of this program is to update, create employment opportunities and reduce unemployment rate in minorities (Government of India, Ministry of Minority, 2011). Such short term programmes are crucial in providing opportunities to the people to learnt and become capable to earn.

1.5 IMPORTANCE OF SKILL DEVELOPMENT

According to 12th plan, skill building can be idealized as an instrument to improve overall production of the labour. Skilling serve as an important means to extend the production possibility outward. It will direct Indian economic growth rate to a high trajectory. Skill building also serves as a source of empowering the individuals and elevate his/her values and social acceptance. In 2004-05, countries total employment was estimated at 459.1 million out of which 56.8% of labour force was self-employed, 28.9% was casual workers and 14.3 % were regular wage labourers. Approximately 8% of total Indian work force was working in the organized sector, while remaining other 92% was engaged in the non-formal sector.

Employment requires to be generate in all the sectors. The organized sector have high quality employment but the scope of employment generation is limited whereas there is significant additional employment generation taking place in tertiary sector, especially, in services industries. Small business and self employment play an important role in this respect. It is therefore, necessary to uplift major employment generation areas like (a) labour intensive manufacturing sector such as food processing, leather products, textiles, agriculture (b) services sectors such as restaurants, trade and hotels, construction and information technology, tourism and (c) small and medium enterprises (The Planning Commission, Government of India, 2008).

1.6 REZ AND ITS RELEVANCE TO INDIA

Nair (2012) states that, “Rural Economic Zone (REZ) is a comprehensive and bankable group of infrastructure investments, area-based and customized on the basis of consultations with the local community and the government. It could have equity support from financial institutions,

infrastructure agencies, other service providers and governments". REZ implies the process of transformation for the betterment of rural economies. According to Karunakaran (2010), Rural Economic Zone is a area with a cluster of 50,000 people forming gram panchayats, residing within a radius of 15 kilometers in order to avail facilities at the center. Those areas which are compatible with the restriction in terms of activities and suitability of the human skills, raw material and market should be choosen for the REZ development. In India the major handicap is the lack of awareness regarding the possibilities of rural produce and applicable technology. Opportunities should arise for agriculture produce or economic or ethnic skills from special occasion or locations. India has more than 70% of its population in rural areas hence having the REZ in India make lots of relevance. Rural economic zone (REZ) can contribute remarkably for the upliftment of the country if implemented with the right sprit it can bring about a difference.

1.7 SEZ AND ITS RELEVANCE TO INDIA

Special economic zone (SEZ) is a tool to expand India's process of industrialization. SEZ was formulated to provide hazel free background for exports. Kothari (2010) suggested that, internationally "Special Economic Zone (SEZ) is a geographical region that has economic laws, more liberal than country's typical economic laws, intended to function as zones of rapid economic growth, using tax and business incentives to attract foreign investment and technology. Special Economic Zone (SEZ) in India is a specially demarcated area of land, with assured infrastructure facilities, owned and operated by a public/private company, deemed to be foreign territory for the promotion of exports, having various tax holidays & customs duty exemptions".

Policy for Special Economic Zone (SEZs) was announced in April 2000. The main aim of the policy was to make SEZs an incubator for economic growth in respect to quality infrastructure and effective fiscal packages at central and state level with minimum regulations. Special Economic Zone Act 2005 was found for the development, establishment and management of SEZ export promotion. The act facilitates the development of a Special Economic Zone under Central Government, State Government or any individual for manufacturing of goods and having services as a Free Trade and

Warehousing Zone (Ministery of commerce and Industry Department of Commerce, 2005). “Special Economic Zones plays a vital role in economic development of a country”. Dohrmann (2008), reported that “SEZ units are required to be positive net foreign-exchange earners and are not subject to any minimum value addition norms or export obligations. Goods flowing into the SEZ area from a domestic tariff area (DTA) are treated as exports, while goods coming from the SEZ into a DTA are treated as imports. In addition to the duty exemptions, the units in the Indian SEZs do not have to pay any income tax for the first five years and only pay half their tax liability for the next two years. SEZ developers also enjoy a 10-year “tax holiday”. Besides providing state-of-the-art infrastructure and access to a large, well-trained and skilled workforce. The SEZ policy also provides enterprises and developers with a favourable and attractive range of incentives”.

1.8 SELF SUSTAINABILITY

“Sustainability could be defined as an ability or capacity of something to be maintained or to sustain itself. It’s about taking what we need to live now, without jeopardising the potential for people in the future to meet their needs” (Kuhlman & Farrington, 2010).

Basic need of human survival includes food, clothing and shelter. Skill acquired by an individual either emerges as a mode of livelihood or becomes a hobby. If skilling potential is fully explored by an individual as job seeker, it would help him to progress in his/her job. If skill directs an individual to become an entrepreneur, then a sustainable system would be desired which gives a continuous mode of income. Hence, any production unit must ensure self-sustainability in order to survive in society and economy. Self- sustainability is thus a need of any production unit irrespective of it’s location in urban or rural area. The present study is hence an attempt to provide inputs which ensure sustainability for a production unit. The study aims to set up rural economic zone (REZ) for women of low socio-economic strata.

1.9 NEED OF THE STUDY

Fluitman (2002), stated that under the informal sector, there is a relationship between poverty reduction, skill training, increase in growth, productivity and innovation. In India, several

programmes and initiative have been started by the government but people of various regions are actually deprived of such initiatives. Therefore, there is an urgent demand for a paradigm shift to skill development sector that helps in high-level training and supports the women living in low socio-economic condition to be self-dependent.

Hence the present study is directed to impart skill development training to the women of low socio-economic group residing in Rural economic Zones (REZs) and urban zones. Skill based training of women in sewing and managerial sectors would make them capable to handle their activities well, thereby earn and support their family. The study is centered around establishing a self-sustainable manufacturing unit by providing adequate inputs of various types to make it sustainable. The study will thus serve as model for any manufacturing unit in rural or urban zone which intends to generate income for the weaker section of the community. The Manufacturing unit will not only create employment for the women but also fulfill the demands of the society and also supplement the social and economic status of the women groups. The title of the study thus emerges as:

"Rural Women Enterprise: A Model to Establish Self-sustainable Enterprise having linkages from Rural Economic Zone to Special Economic Zone"

1.10 OPERATIONAL DEFINITIONS:

- **Enterprise:** An organization, especially a business or a difficult and important plan, especially one that will earn money (Cambridge Dictionary, 2016).
- **Self-sustainable:** According to (Oxford Dictionary, 2016) sustainability is "ability to continue in a healthy state without outside assistance". Self-Sustainable means something which can be persist healthily on its own without external support.
- **Rural Economic Zones:** It is a geographic region with about 50,000 people constituted into a cluster of gram panchayats lives within the radius of 15 (plus or minus five) kilometres so that an advanced facility at the centre could be accessed easily. A base of agricultural produce and / or ethnic skills or economic opportunities arising from special locations / occasions. With the possibilities of organising

production infrastructure in a geographically defined hierarchical manner –namely House Level Activity (HLA), Village Level Activity (VLA) and Zonal Level Activity. (Karunakaran, 2010).

- **Special Economic Zones:** According to Department of Trade and Industry (2015), a special economic zone (SEZ) refers to "geographically designated areas of a country set aside for specifically targeted economic activities, supported through special arrangements (that may include laws) and systems that are often different from those that apply in the rest of the country".

1.11 OBJECTIVES

The specific objectives of the study are:

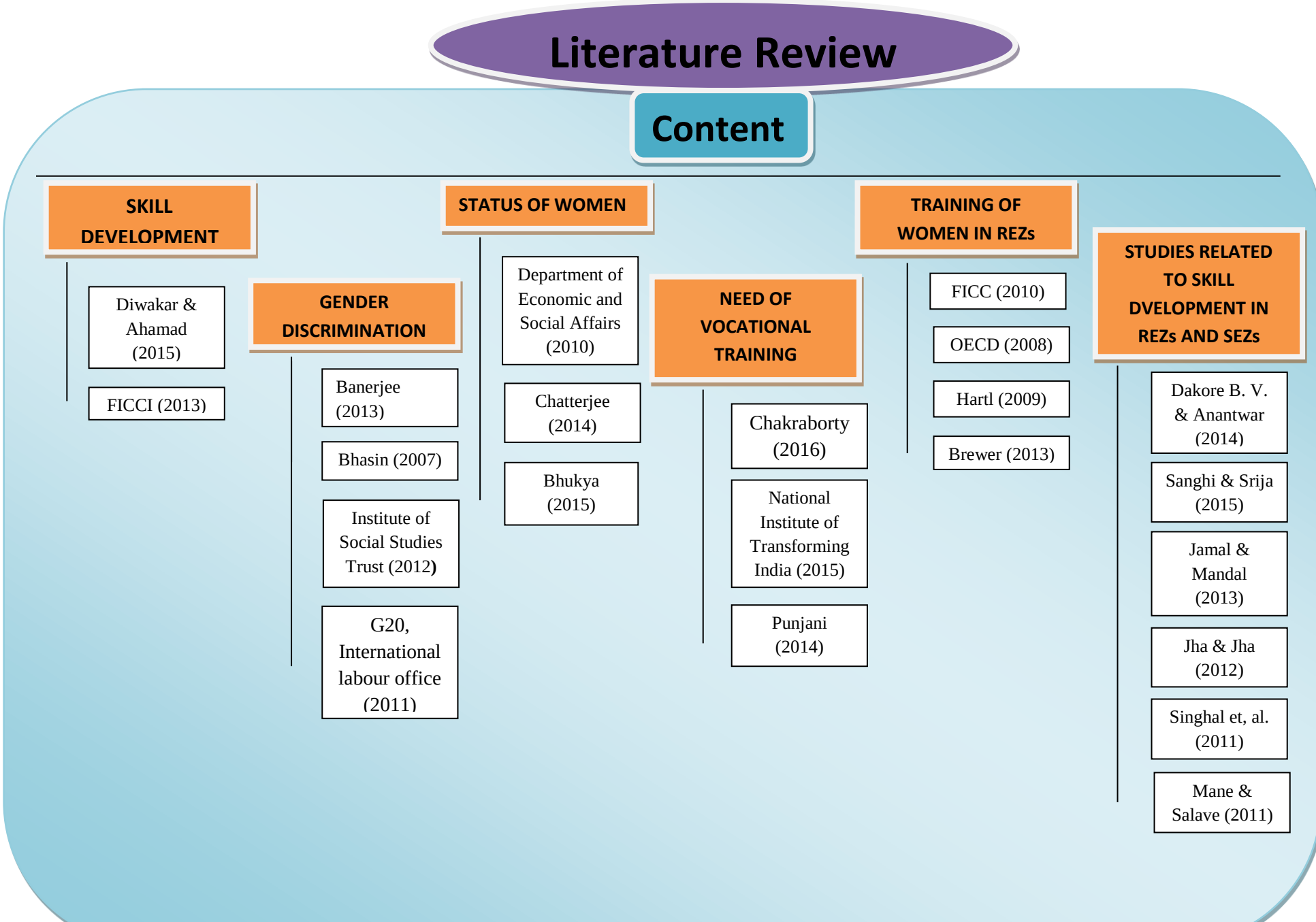
- To identify the sewing skills and managerial skills amongst women in the selected rural economic zone and urban zone.
- Impart and Upgrade the skills of the group.
- Organise production of product or garments as per the market demands.
- To find suitable market for the product.
- To explore possibilities of developing Special Economic Zone for the selected areas.

1.12 DELIMITATIONS

The delimitations of the study are given below:

- Women of only low socio-economic conditions from the rural economic zone (REZ) at Harda and urban zone of Agra will be selected for the present study.
- Product will be selected for production on the basis of market demand of the particular region.
- Produced items will be marketed not only at the local market, regional fairs and online market but also at special economic zone.

SECTION III: REVIEW OF LITERATURE



SECTION II: REVIEW OF LITERATURE

Literature is the scholarly publication of related studies. The review of literature is a general literature survey of the particular area and serves as a guideline to proceed in the work on the right path. Literature from various sources clarifies the area to be studied and makes the researcher think broadly. In fact, it systematically helps to relate the problems and the solutions effectively. Therefore, reviews enlighten the scope of the work and inform the investigator about upcoming challenges.

Some reviews related to the present study are presented as below:

2.1 WOMEN AND SKILL DEVELOPMENT

Diwakar & Ahamad (2015), state that skills and knowledge are the two essential driving forces for the social development and economic growth of any nation. Existence of skilled human force makes the economy more competitive, innovative and productive. He concluded that the vocational training through skill development initiative will be very beneficial for rural women who are engaged in crafts and labour work. Federation of Indian Chambers of Commerce and Industry (FICC) (2013), reported that "Women form an integral part of the Indian workforce; however, the proportion of women active in the labour force is declining. The share has decreased from 39% in 2000 to about 30% in 2010. Further, only 39.5 % of Indian prime-age (between 25 and 54 years) women were economically active in 2010. The decreasing participation of women in the workforce contributes to approximately 50% of the decline in the country's overall labour participation rate, which fell from 62% in 2000 to only 57% in 2010. This implies that the under-representation of women in the workforce is a waste of the demographic dividend that India could reap from its young and quickly growing working age population".

2.2 EMPOWERMENT OF WOMEN

Banerjee (2013), reported that the state of women was terrible during independence. Women were deprived of getting similar opportunities as male regarding health, education and decision making. The patriarchal society and backward socio-economic condition of India place women at a backstage. Even at present however, the status of women represents high degree of gender discrimination.

Developed and under developed states face decline in sex ratio, which on the other hand increases spousal violence and crime against women thus adversely affecting the status of the women in the country. Bhasin (2007), states that India is characterized by intense gender disparities. In all the areas either political, educational, religious sphere or economic, women suffer intensely. It is a belief prevailing in the people with its gender role inequality which are formulated socially thus, transmitted from one generation to another in the society.

Institute of Social Studies Trust (2012), reported that the women empowerment practice necessarily goes beyond gender disparities. It would focus on needs such as advocacy and leadership rather than only basic needs. The practices will also support an understanding, power relation and capacity building rather than simple skills. G20, International labour office (2011), states that "Training is an important means of pursuing the overall goal of equality of opportunity and treatment for women and men in employment and occupation. Opportunities in the labour market are important means for women to achieve greater equality with men. The more skilled the female workforce is, the wider women's choices in labour markets will be and the more likely they are to secure equal treatment. This would help overcome the challenges that confront women in gaining access".

2.3 PROBLEM FACED BY WOMEN

Department of Economic and Social Affairs (2010), highlights that, "Over the years, women have entered various traditionally male-dominated occupations. However, they are still rarely employed in jobs with status, power and authority or in traditionally male blue-collar occupations. In spite of the changes that have occurred in women's participation in the labour market, women continue to bear most of the responsibilities for the home like caring for children and other dependent household members, preparing meals and doing other housework. In all regions, women spend at least twice as much time as men on unpaid domestic work."

Chatterjee (2014), states that although several programmes and policies have been launched for tribal women, they are still deprived of many provisions and have to face different problems and challenges. Women living in tribal areas work very hard to support economy of their family, but they are in

poverty because no proper attempt is oriented for them. Bhukya, (2015) suggests that for increasing the socio-economic status of any tribal community, empowerment of tribal women is necessary and for this, participation of women is essential. Women empowerment is the basic element of improving the status of the women which includes high literacy, ownership of resource, high standard of living, self-esteem, self-reliance and self-confidence.

2.4 NEED FOR SKILL DEVELOPMENT

Chakraborty (2016), concludes that government of India has a target of imparting skills to 500 million youth by 2022. Presently the system has an ability to train about 3 million work force against 12 million youth annually. In the present time 90 percent jobs are skill-based in India and only 6 percent trained workforce is available in the country. Similarly a Report of the sub-group of Chief Ministers on Skill Development, stressed that "India enjoys the demographic advantage of having the youngest workforce with average age of 29 years in comparison with the advanced economies. It can be the Human Resource Capital of the world by appropriately skilling its youth bulge and convert its advantage into a dividend. However, skilling this huge labour force is a challenge, given the low levels of vocational training in India, high proportion of school-dropouts, huge informal workforce, poor quality of training etc. The question is not only of fresh skilling but also up skilling / re-skilling of the existing workers to make them compatible with the changing needs of the industry and market requiring a Mission mode approach" (National Institute of transforming India, 2015). On the other hand according to Punjani (2014), the existing policies on skill development require urgent action to put India's millions youth on right skills so that they could compete in global competition for job. The organisational structure needs to incorporate high investment in training setup with simplification.

2.5 TRAINING OF WOMEN IN REZs

According to Federation of Indian Chambers of Commerce and Industry (FICC) (2010), Skill development initiative for India will not only be profitable for the country but also make it the 'global manpower hub.'

Organization for Economic Co-operation and Development (OECD) (2008), reported that development can be acquired through long term capital investment in human, economic and environmental resources. Presently female population constitutes half of the world's human capital and is underutilized and undervalued. Hartl (2009), suggested to introduce innovative mechanisms for delivering training and to increase participation by women. According to him, there is a need to integrate women and their participation in training and employment.

Brewer (2013), suggests that secondary education and training could transmit vocational skills. So, more initiatives need to be taken to enhance participation, access to such provisions. Skill development is important to attain high productivity and sustainability of any enterprise and employability of job seekers and workers.

2.6 STUDIES RELATED TO SKILL DEVELOPMENT IN REZs AND SEZs

Dakore & Anantwar (2014), stated that India is progressively moving towards 'Knowledge Economy'. It has now become important to focus on upgradation and advancement of skills according to changing environment. It has been realised that knowledge and skill are the major forces of social development and economic growth of the any country. Sanghi & Srija (2015), suggests that, there is need to make better access of quality and applicable training for lower section of the society, specifically in rural areas to elevate the productivity and income. This would help create the opportunities for improved employment and livelihood. India is having a large share of demographic advantage particularly in rural areas. This requires training capacities of relevant and optimum quality skills in response to rapidly changing skill needs. The realization of prior training is necessary to accelerate the efficiency of required skills for the jobs and to reduce the skill gap. It will create opportunities for women as well as men to get access to relevant vocational training and work place. In this way the skilled manpower can realize their contribution and potential to social development and economy and at the same time preserve their employability.

Jamal & Mandal (2013), reviewed various schemes and programmes for employment generation and skill development under various institutes. They found that inspite of several government ongoing

programmes in India, there is lack of skill amongst the youth. Considering the current scenario of skill deficiency in vocational education training at the government level, there is urgent need to review the schemes on skill development under assorted ministries and institutions to improve their implementation.

Jha & Jha (2012) stated that, "In India, infrastructural deficiencies, bureaucratic hustles, political interference, rigid labour laws, laws relating to environment and obstacle raised by the trade plug the development efforts. These barriers have cumulative effects on increasing production and transportation cost, which keeps us out of global market and investment climate in India at large. Policy makers find SEZ as a profound solution to these problems". Singhal et, al. (2011), reported that SEZs offers both direct and indirect employment to region's population in the developing economies and it is the major spillover effect of establishing SEZs. Mane & Salave (2014), concluded that "there has to be a thorough review of the existing tax and other incentives being offered to the units in SEZs and to the promoters of SEZs. The real estate and corruption dimensions of SEZs require to be urgently addressed and there ought be re-thinking on the location of SEZs in the context of prevailing regional imbalances and sector bias."

SECTION-III: METHODOLOGY

Methodology is a systematic and logical investigation to the research problem. It is a science of studying problem to carry out scientific solutions. For any research, plan of action needs to be formulated as a blue print which is known as research design. The investigator understands, plans and explores the best practice which may be appropriate to the specific problem. This chapter highlights the procedure that investigator will follow to achieve the desired objectives.

The present study is an experimental study with the motive of establishing a garment manufacturing unit in the area where women with low socio economic condition in rural economic zones reside. In the present study, skill based training will be provided to women of low socio-economic status with a long term insight to empower them economically. The study is oriented towards establishing a garment manufacturing unit for women providing appropriate training in the right manner with scientific approach.

A schematic diagram for establishing production unit suggested by Edwood Buffa (1961), is taken as a framework for the present study (Fig.3.1). He defines production as "a process by which goods and services are created".

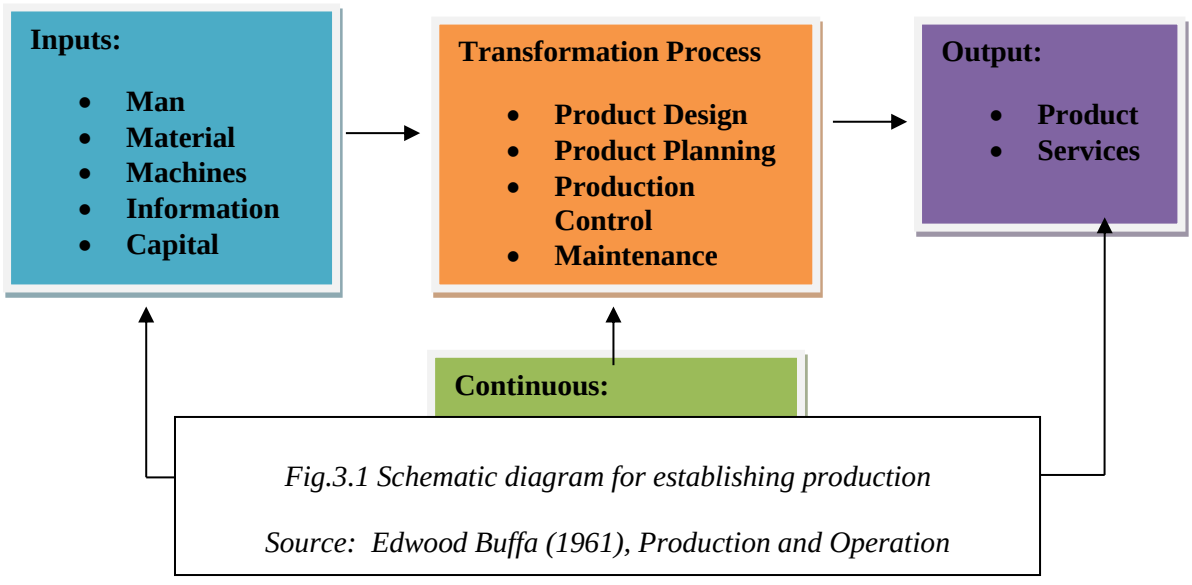


Fig.3.1 Schematic diagram for establishing production

Source: Edwood Buffa (1961), Production and Operation

The present study will be carried out at two different locations. Garment manufacturing unit will be set up after providing training of sewing and managerial skills. Withdrawal will be carried out once each of the centre shows sign of self-sustainability. Attempts to market the produce of rural economic zones (REZ) to special economic zones (SEZ) will be tries. A follow-up will be

conducted for ensuring success of the established manufacturing units. The study will be accomplished under three phases which are further elaborated below.

3.1 Phase I: Exploratory Phase

3.2 Phase II: Intervention Phase

3.3 Phase III: Analysis, Withdrawal and Follow-up

3.1 PHASE I: EXPLORATORY

The present study is planned with an aim to establish garment manufacturing unit for the low strata of women residing in rural economic zones (REZ). The first step would be to explore the interest of the women regarding sewing and managerial skills and their willingness to learn these skills. Voluntary participation of the women will be carried out for the training. To gather information regarding prevailing skills amongst women appropriate tools will be designed and used. The steps involved with phase have been presented in Fig3.2.

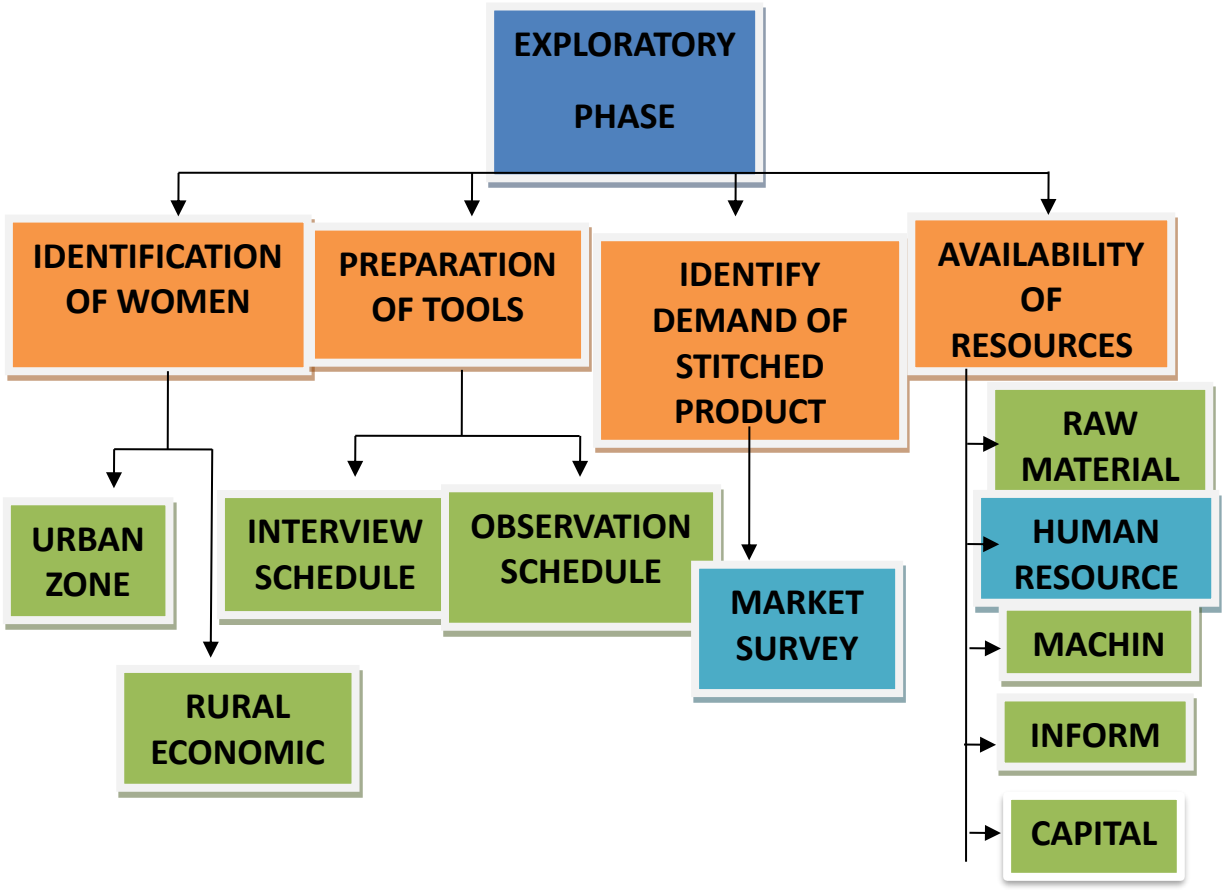


Fig.3.2

Title: Outline of Exploratory Phase adopted in the study

3.1.1 IDENTIFICATION OF WOMEN

The study will be conducted at two locations. Attempt to establish four garment manufacturing production centres will undertaken in the present study. Voluntary participation of beneficiaries will be done in the target area.

- **Criteria for identification of beneficiaries:** Women residing in local area will be selected on the basis of following criteria:

i. Low Socio-economic status

ii. Interest in garment production

iii. Owning a sewing machine

- **Locale of the study:**

After pilot study two areas have been selected for the present study. The identified areas are:

i. District Harda (M.P.) as rural economic zone (REZ)- In ditrict Harda, Rajaborari which is a tribal area and is spread in ten villages will be included.

ii. District Agra (U.P.) In Agra district Veer Nagar situated in Dayalbagh will be selected.

In total three garment production center would be set up in these two zones.

- **Sample size:** Each center would consist of about 25 women. Three centres are planned thus, the study would include 75 beneficiaries.

3.1.1.1 Registration of beneficiaries: Registration builds a sense of security and motivates to work with full efforts. Interested women will be registered in each centre in a systematic manner with their name, age and other demographic details for maintaining the records. The level of skill will be assessed within a few days when the women join the centre. Registration will be carried out at all centres.

3.1.2 TOOLS USED

The tools to be used in the present study for collection of background and relevant data are given below:

3.1.2.1 Interview schedule: An interview schedules with a set of questions will be developed to gather the basic background information of beneficiaries on the prevailing skills.

3.1.2.2 Observation schedule: The study will strongly rely on observation technique. A self designed schedule will be used. This technique will be helpful in identifying the right person for the right kind of work amongst the beneficiaries.

3.1.3 IDENTIFY DEMAND OF STITCHED PRODUCT

To produce the product which is acceptable in the market as well as in the society, identifying the products will be mandatory. This identification would be done from all the local and regional markets. For this the markets located around the selected area would be explored. The demand of the product will be assessed by survey technique in all the selected regions separately. The collected information will be used for carrying the production. On the basis of demand of item, the product would be selected and therefore accordingly production and training would be oriented. Attempts to linkrural economic zone (REZ) to special economic zone (SEZ) for the selected items will be tried. This would helps in providing continuous support to the centers located in rural economic zone (REZ) and urban zone to sustain economically.

3.1.4 AVAILABILITY OF RESOURCES

Without resource no system can sustain. In the present study thus, assessment of resources available in and around the selected area would be done. Readily available resources would not only reduce the cost of production, but also save time, which is a valuable asset. Following resource would be explored:

3.1.4.1 Raw material: Availability of raw material around the vicinity, like appropriate fabric and accessories as per need of item to be produced, will save lot of transportation cost.

Products selected and produced using the right quality of raw material would have high value, optimum cost and greater acceptability in the market. The selected material should be in line with the market demand and fashion. Local available resources will not only cut down cost but also decrease transportage efforts. Hence while sourcing of raw material exploration of local market in the targeted area i.e. Harda (M.P.) and Agra (U.P.) will be done for buying the right kind of raw material.

3.1.4.2 Human resource: Garment manufacturing is an area where skilled manpower is like an asset. Infect, it is the foremost resource without which no business can be run. Individuals (especially women) residing in the selected area will be identified and trained for sewing and managerial skills which would be desire for running the production unit.

3.1.4.3 Machinery: Requirement of right type of machinery will be identified as per the selected product to be produced. Awareness, knowledge and training of right type of machinery will not only speed up the production but also provide quality output.

3.1.4.4 Capital: Attempts to arrange seed capital for production would be done from government organisation or non-government organisations under CSR- Corporate Social Responsibility scheme. Identification of space would be done as per the convenience of the beneficiaries. Selected space should be approachable so that interested women can easily come and join the centre to become a part of garment manufacturing unit.

3.1.4.5 Information: Information on various issues like the type of raw material, accessories, trims, machinery required for the selected item would be imparted to the group.

3.2 PHASE: II INTERVENTION

Incorporation of all type of inputs desired for establishing a garment manufacturing will be accomplished in this phase. The inputs will include production, marketing, managerial and technologies based inputs which would be desired to transform the centres into a sustainable production unit. The details of all these inputs are presented in Fig 3.3 and further elaborated.

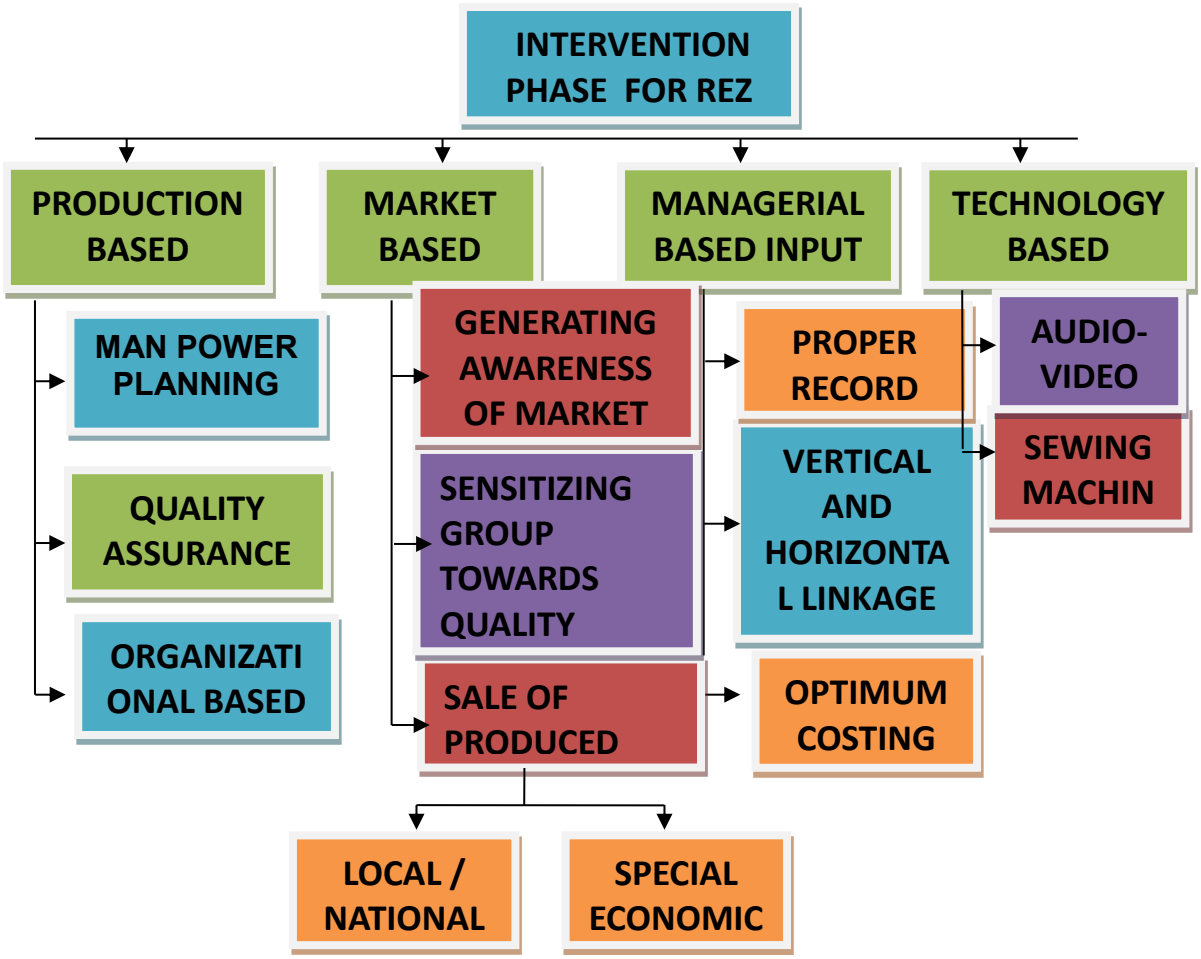


Fig. 3.3

Outline of Intervention Phase adopted in the study

3.2.1 PRODUCTION BASED INPUTS

In this phase, the women of rural economic zone (REZ) and urban zone will be trained and prepared to bring about production of items. During this phase, desired training and managerial skills will be provided to achieve quality in the production. Training in following areas would be given to the women:

i) Manpower Training

ii) Quality assurance parameters

iii) Organisational based inputs

3.2.1.1 Manpower Training: Beneficiaries would be trained for required sewing and managerial skill for running a manufacturing unit. Training makes the workers skilled and at the same time confident for producing the items of right quality. Identification of members in the

group who would be trained towards quality assessment, parameters and consciousness will also be conducted by observation technique.

- **Sewing skills:** Training for sewing at each unit will be imparted according to the item selected for the production. After registration and training for fixed duration, the level of each trainee will be assessed in due time. The level of sewing skill will be decided as per the scale given in Table 3.1. During the training, women will be trained and once level 5 is acquired they will be shifted to production. Usually this period would not last more than a month unless the selected items is difficult. In order to acquire quality, the items selected for production will be prepared only by "5" and "6" level member independently. Further the trainee of "4" level would produce under guidance of an expert (mentor) only. Product design will be done according to the efficiency and effectiveness of the product and accordingly product planning would be carried as per need of item in the markets of selected region. Various Audio-Video aids will be used for the skill enhancement. This will be done in order to eliminate the chances of errors during the production of final products.

Skill Levels	**Rating Score**
Does not know anything.	"0"
Know stitching but can't stitched straight.	"1"
Can stitched straight but lacks curved stitching and corners, dart making skills (items of all component of selected products).	"2"
Can stitch 2 level things but not all **components of any selected product.**	"3"
Can stitched **the selected product** and assemble components well with guidance.	"4"
Can **stitch the product independently** and give quality output.	"5"
Can cut stitch and is conscious and aware of quality finishing.	"6"

Table 3.1 Rating scale for skill level assessment

- **Managerial skills:** Incorporation of managerial skills for production control will especially be done for proper organisation of resources and coordination of activities within production and marketing group. For this two groups would be made amongst the trainees. One with excellent sewing skills and the other with managerial skills. Observation technique and analysis will help the researcher to formulate these groups. Managerial skills like planning, management of production and other administration skills would be provided to this group.

3.2.1.2.Quality Assurance parameters: Once item are produced, in order to ensure maintenance and quality, the items as well as centers will be audited by experts at two levels.

- Internal quality checkers - This will constitute of three experienced individuals who belong to the center or are locally available.
- External quality checker - Two external members who do not belong to the center will constitute of this group.

3.2.1.3 Organisational based inputs: Knowledge of human resource, financing, marketing operations and manufacturing will be provided to the trainees. These are the essential elements which are required to run any production manufacturing unit.

In the present study attempts would be done where eligible trainees from the group will be placed to carry out different tasks.

- For financial activities two women will be identified from the individual groups who will record all the inflow and outflow of the finance during the production.
- For marketing, sourcing of raw material, two women or if desired, interested men will be identified from each group.
- Similarly, two women from each group will be selected for production control. They would ensure the usage of appropriate raw material and produced items.

3.2.2 MARKET BASED INPUTS

Selected women from the group will be provided training of marketing strategies, market dynamics, market competition and market segments. Some male members would also be inducted for the specific activities like marketing and sourcing during the production due to prevailing

limitations with the women. Formulation of such concepts are desired since the produced item has to face the market. Training imparted in these areas would be as per level of women and would thus be designed accordingly.

3.2.2.1 Generating awareness of market needs: Several primary and secondary sources will be used to generate awareness amongst trainees for the market demands, colour trends, colour contrast and for the different type of stitched products. For product diversification and product design, charts (neckline/sleeve styles etc), various fashion magazines and other sources will be provided at each center to generate awareness in the area.

3.2.2.2 Sensitizing group towards quality awareness: The members of the groups under rural economic zone (REZ) and under zone will be guided in simple understandable language to develop good quality product. Expert lecture on the issues like sewing defects, quality of raw material and accessories will be arranged at each center during the early stage of production. Knowledge of appropriate quality of raw material, trims, accessories, according to the items to be produced will be also imparted to the selected members of the group at each center. The group who are active in production would be made sensitive towards quality in order to ensure right kind of production.

3.2.2.3 Sale of produced items: Marketing of the produced items will be carried out at different sources. The women identified from the group would be trained for sale of the product. If desired male member would be included for marketing of the produced items.

- Local / National: Product manufactured by the group will be sold in local market, regional fairs and using online marketing sources.
- An attempt to connect rural economic zone (REZ) and under zone to special economic zones (SEZ) will be made. Selected items will be produced in line with the quality of large marketed in large manufacturing companies so that the manufacturers can outsource their production to smaller groups.

3.2.3 MANAGERIAL BASED INPUTS:

Managerial skills will be taught to the trainees from the very beginning. During the training, they will be sensitized towards their duties and responsibilities. The target group needs to know

managerial tips for any successful production organisation. For this few workshops on various issues like record keeping, skill upgradation (sewing and managerial) and communication would be arranged.

3.2.3.1 ***Proper record keeping:*** Continues inventory of inflow and outflow of resource (material and manpower) within the manufacturing unit needs to be maintained in each centre/unit by the selected women. This record will be helpful in regulating the expenses and eliminating unnecessary investments. Training of proper record keeping would be imparted to selected women in order to make the system transparent and accountable.

3.2.3.2 ***Vertical and horizontal linkage among the group:*** Communication in all the directions avoids confusion and conflicts. Good communication helps to maintain healthy environment within the group. The beneficiaries will be trained to support each other by helping each other during the work in process. Attempts to generate a cordial, healthy relationship within all beneficiaries would be done. Also the four centres/units would get linked to each other for support and guidance.

3.2.3.3 ***Optimum costing details:*** Costing of all the favourable expenses like cost of raw material, machinery and manpower etc. used in production process will be optimised in order to run a successful garment production unit. This costing has to be continuous for survival of the unit. Hence, continuous costing would be desired.

3.2.4 TECHNOLOGY BASED INPUTS:

Technological support enhances the overall outcome of the work. Technology brings ease in production of complex tasks. In the present study incorporation of suitable technology to upgrade and maintain the quality of the items produced will be carried out. For training, audio-video input like videos of drafting, layout, marking, cutting ad sewing will be provided at each centre. These aids will be better comprehended by the beneficiaries and would help in standardizing the quality parameters. During production, knowledge of special sewing machine like full shuttle machine or interlock machine will be provided at the center/unit.

3.3 PHASE: III ANALYSIS, WITHDRAWAL AND FOLLOW-UP

Self-sustainability is indicated by ability to continue working healthily without support. In the present study after establishing the manufacturing unit, in order to achieve self-sustainability, the next step will be the withdrawal of the researcher from all the four units. Time of withdrawal may not be same for each manufacturing unit. However, the withdrawal will be done also withdrawal would be gradual and will be done after analyzing of state of each unit. Analysis would be based on a few criteria's. The steps involve in the phases are explained in Fig. 3.4.

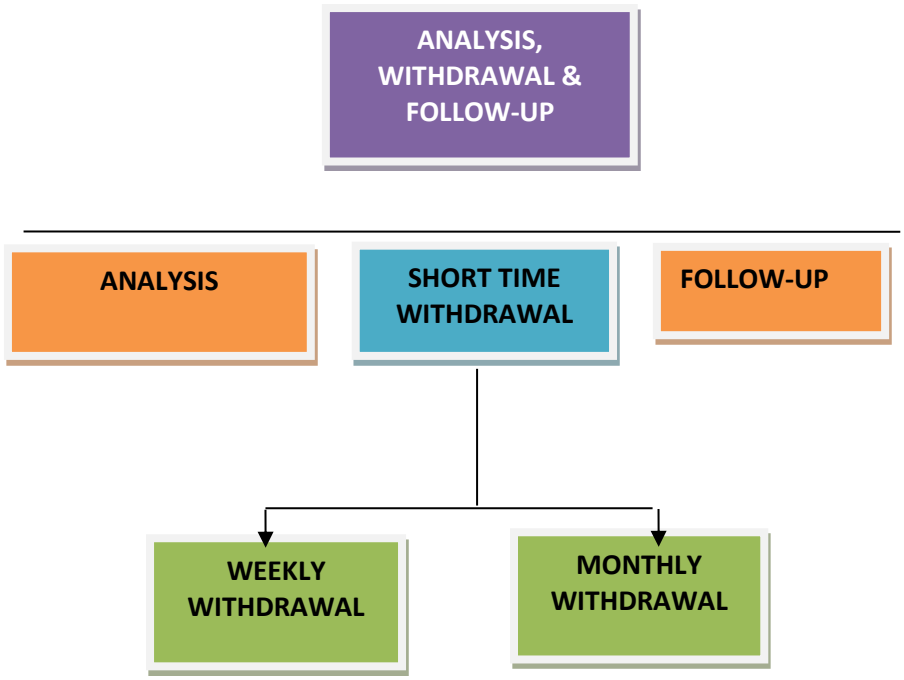


Fig. 3.4 Outline of Withdrawal Phase adopted in the study

3.3.1 ANALYSIS

It is necessary to analyse the state of production unit before removal of support. In the present sustainability of the manufacturing units will be assessed under several parameters. The criterias included for assessment would be as follows:

i) Quality of production.
ii) Ensured market of the produced item.
iii) Appropriate return on investment.
iv) Capability of producing large quantities of items.

A Rating scale based on above mentioned criterias will prepared and would be used to assess the sustainability.

3.3.2 SHORT TIME WITHDRAWAL

After analysis, initially there will be a short period withdrawal from the production unit followed by larger durations. Withdrawal will help to assess whether the group is capable of running a sustainable manufacturing unit or not. After weekly withdrawal up to one month the progress of the work will be assessed. Thus, during this phase visits would be made in alternate weeks. Once the centre shows signs of sustainability the next step of monthly withdrawal will be taken. The researcher will observe withdrawal of one month. In this case visits will then be made in alternate months. Hence, withdrawal would make the unit more independent and act as assessors for their sustainability.

3.3.3 FOLLOW-UP

The final step of the study will be a follow-up. The follow up would help to assess whether sustainability is achieved or not. It will be done in two steps:

- After complete withdrawal, surprise visit within 3-4 months in all the three centres will be made to check their management and the work in process.
- After three month of complete withdrawal, assurance of sustainability will be assessed using a rating scale for successful running of all the four units in the selected areas. This would help to get satisfactory response from centres.

3.4 STATISTICAL ANALYSIS

In the present study Mean, Median, Mode, would be used (Statistical techniques will be applied as per the data obtained.

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